

## ABSTRACT

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The research was aimed at describing the implementation of reciprocal teaching strategy to help seventh grade students' reading comprehension, and the students' responses toward it. Reciprocal teaching strategy has been firstly introduced by Palinscar and Brown (1984), they say that reciprocal teaching strategy is a strategy that can be used to help students' reading comprehension. The qualitative method was used in this research in order to investigate the process of reciprocal teaching in helping students' reading comprehension. The research was conducted in a case study design which provide detailed description of individual or entity (Merriam in Heigham & Croker, 2009). The data were collected through several instruments such as classroom observation and interview. Then, the data were interpreted by using the theory of qualitative data analysis proposed by Miles and Huberman (1994) in Malik and Hamied (2016). The result of the research revealed that the implementation of reciprocal teaching strategy could help seventh grade students to comprehend a text by applying four strategies in the reciprocal teaching namely predicting, clarifying, questioning, and summarizing. In addition, discussion session in reciprocal teaching also helped the students to comprehend the text. The students also admitted that reciprocal teaching is enjoyable and could make them understand the text easily.

Keywords: reciprocal teaching strategy, teaching reading comprehension, reading comprehension strategy, descriptive text.

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*THE IMPLEMENTATION OF RECIPROCAL TEACHING STRATEGY TO HELP SEVENTH GRADE STUDENTS' READING COMPREHENSION (A Case Study at Junior High School in Bandung)*

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Pembimbing I: Prof. H. Fuad Abdul Hamied, M.A., Ph.D.

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Penelitian ini bertujuan untuk mendeskripsikan implementasi *reciprocal teaching strategy* untuk membantu siswa kelas tujuh memahami teks, dan untuk mengetahui respon siswa terhadap strategy yang diberikan. *Reciprocal teaching strategy* pertama kali diperkenalkan oleh Palinscar and Brown (1984), mereka berpendapat bahwa strategy tersebut bias digunakan untuk membantu siswa memahami teks. Penelitian ini menggunakan metode kualitatif untuk mendeskripsikan proses dari implementasi *reciprocal teaching strategy* untuk membantu siswa kelas tujuh memahami teks. Penelitian ini dilakukan dengan menggunakan desain study kasus yang mendeskripsikan sesuatu dengan rinci (Merriam in Heigham dan Croker, 2009). Data dari penelitian ini dikumpulkan melalui dua cara yaitu observasi kelas dan wawancara. Lalu, data tersebut diinterpretasikan menggunakan teori analisis kualitatif data menurut Miles dan Huberman (1994) seperti dikutip oleh Malik and Hamied (2016). Hasil dari penelitian ini menunjukkan bahwa implementasi *reciprocal teaching strategy* dapat membantu siswa kelas tujuh memahami teks dengan menerapkan empat strategy membaca seperti *predicting*, *clarifying*, *questioning*, dan *summarizing*. Disamping itu, sesi diskusi dalam *reciprocal teaching strategy* juga membantu siswa dalam memahami teks. Siswa juga mengakui bahwa *reciprocal teaching strategy* menyenangkan dan dapat membuat mereka memahami teks dengan mudah.

Kata kunci: *reciprocal teaching strategy*, pembelajaran membaca, strategi membaca, teks deskriptif.

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